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The topics treated are "Development of Hand and Arm Movements" (covering especially such common activities as using a spoon, throwing a ball); "Drawing;" "Feelings," (of which fear is most fully treated); "Color;" "Number;" "Form;" "Association;" "Memory;" "Imagination;" "Play;" "Pictures;" "Behavior of the Child before His Image;" and "Language," with several appendices giving data regarding sight, hearing, learning to walk, measurements, and the record of three-quarters of an hour's activity of a baby.

The book presents no new theories or generalizations and gives no facts strikingly different from what have been previously observed and reported, but its facts are well selected and its interpretations modest and intelligent. It probably makes for students, more effectually than any other work, a connection between general psychology and child-study.

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*A Four Years' Course in German for Secondary Schools.* By H. K. SCHILLING, W. A. COOPER, L. J. DEMETER, and V. BUEHNER.

This little booklet has been worked out by a committee, appointed by the California Association of Teachers of German, and is intended for the guidance of teachers in the California high schools. It contains advices on reading, grammar, speaking, and composition, and gives a practical outline of the German study in high schools. We recommend it to all high-school teachers of German.

*Der Steinklopfer.* FERDINAND VON SAAR. Edited with an introduction, notes, and vocabulary by C. H. HANDSCHIN and E. C. ROEDDER. New York: Holt & Co., 1906.

It is a beautiful little story picturing episodes from the life of the poorer laboring classes in Austria in the fifties of the nineteenth century. Notes and an extensive vocabulary increase the usefulness of the little book which may prove to be a good reader for second- or third-year German.

*Four German Comedies.* Edited with notes, repetitional exercises, and vocabulary, by E. MANLY and P. S. ALLEN. Boston: Ginn & Co., 1906.

The book contains four one-act comedies of good colloquial German, and full of all sorts of fun. The comedies represent a suitable reading-material for second- and third-year German. Exercises are added which are closely based upon the text.

*Bacon's New German Course.* New York: Maynard, Merrill, & Co., 1906.  
*The Essentials of German Grammar.* By A. E. DUERR. Boston: Ginn & Co., 1905.

*First-Year German.* By W. C. COLLAR. Boston: Ginn & Co., 1906.

Here we have three new German grammars. There is not exactly any want of German elementary textbooks. Besides the older publications by Whitney, Joyns-Meissner, and Thomas, recent years have produced various smaller and larger German

grammars, for instance Becker's *Elements*, Bierwirth's *Beginning German*, and *Elements of German*, and several others. It should be hoped that at least one or the other of the various grammars will prove a decisive superiority over its competitors, have a chance to experience a number of new editions, and reach finally a high grade of perfection. There are too many of these textbooks in the country at present, and a survival of the fittest would be highly desirable.

The three new grammars seem to be good introductions to the realm of German language, although their methods are very different. *Bacon's New German Course* has an original and practical innovation. It is not divided into the usual lessons. The first part of the book contains a thorough study of the grammar, accompanied by short exercises, which are to be translated into German by the student. The second part consists of German texts for reading and conversation. It is left to the discretion of the teacher how he will arrange and utilize the material offered in the new book and what methods he will follow. The grammatical explanations are clear and the German texts well selected.

The two other German grammars which are mentioned at the head of this review prescribe more closely the method which the teacher has to follow. Duerr's *Essentials* cover the entire field in a very systematic way, beginning with the prepositions and finishing with word-formation. The subject is not divided into lessons, but grammar rules, exercises, and drills follow each other until a chapter of the grammar is covered.

The most systematic one of the three grammars to be reviewed is Collar's *First Year German*. Its first part is made up of sixty well-arranged lessons—each one covering exactly two pages. Various grammatical subjects are introduced to proceed from easy to difficult and to prepare the student as soon as possible for the "Selections for Reading" which form the second part of the volume. The entire book seems to be the product of a thorough pedagogical experience.

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*Studies in English Syntax.* By C. ALPHONSO SMITH. Boston: Ginn & Co., 1906. Pp. 92.

Professor C. Alphonso Smith's little book, *Studies in English Syntax*, will interest and help every thoughtful student of English who reads it. Of the three papers here brought together, the first, "Interpretative Syntax," insists that we should interpret the facts of syntax as well as state them. We should not merely say that the Anglo-Saxon verb *weorþan*, meaning "to become," has been dropped from the language, but should also point out the many idiomatic expressions that have taken its place, such as "to *become* rich," "to *go* crazy," "to *get* tired," "to *run* mad," "to *turn* red," etc. (pp. 20, 21). Professor Smith points out that the old distinction of thought which existed between "you" and "thou" as forms of the singular has not strictly and completely disappeared from the language; the same distinction is now expressed by the presence or absence of such titles as Mr., Mrs., and Miss (pp. 29, 30).

The second paper, "The Short Circuit in English Syntax," does not deal, as one might infer, with the modern tendency to ellipsis; but a large number of facts in our present speech are here brought together and interpreted. For example,